DOCUMENT RESUME

ED 356 025 JC 930 222

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TITLE	Increasing Participation and Success of Minorities and Women at Dona Ana Branch Community College. Submitted to [the] New Mexico Commission on Higher Education.
INSTITUTION	New Mexico State Univ., Las Cruces. Dona Ana Branch Community Coll.
PUB DATE	Nov 92
NOTE	34p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Persistence; *Affirmative Action; College Attendance; College Faculty; College Planning; Community Colleges; Comparative Analysis; Cultural Pluralism; *Diversity (Institutional); Enrollment; Faculty Integration; Females; Institutional Characteristics; *Minority Groups; Mission Statements; Policy Formation; School Holding Power; Self Evaluation (Groups); *Sex Fairness; *Student Characteristics; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS	*New Mexico State University Dona Ana Branch

ABSTRACT

In June 1992, Dona Ana Branch Community College (DABCC) in Las Cruces, New Mexico, initiated a self-study to identify changes needed for fuller participation by minorities and women and to establish goals for student, faculty, and staff diversity. The self-study focused on college and program enrollments by gender and ethnicity; recruitment materials; admissions, orientation, and registration procedures; retention and completion rates of minorities and women; policies and practices supporting retention; transitions of program completers to jobs or further education; and faculty and staff diversity. The study found that in comparison to their representation in the service area, Blacks and American Indians were overrepresented in the spring 1992 college population and Hispanics were underrepresented. Men were overrepresented in technical programs. No patterns of ethnic bias in enrollment appeared in any program or division. Based on self-study findings, goals and related plans were developed, including the following: (1) develop a recruiting plan for areas with high concentrations of Hispanic and Black students; (2) develop a proactive marketing plan to promote gender equity; (3) modify admission, orientation, placement, and advising procedures to better integrate students into the college community; (4) increase faculty and staff awareness of cultural diversity issues; (5) improve financial aid services; (6) enhance articulation with bachelor's degree programs; (7) undertake efforts to employ an ethnically diverse faculty; and (8) encourage occupational students to consider teaching careers. DABCC's mission statment is appended. (Contains 17 references.) (PAA)

ED356025

Increasing Participation and Success of Minorities and Women at Doña Ana Branch Community College

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Submitted to

New Mexico Commission on Higher Education

November, 1992

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October 31, 1992

Commission on Higher Education
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Ladies and Gentlemen:

Doña Ana Branch Community College has responded to the Legislature's mandate in House Memorial 24 and House Memorial 25 and the Commission's request to conduct a self study, set goals and develop a plan for increasing minority and women participation and success. The document embodying our response is hereby submitted.

A task force of Community College faculty and staff was appointed by Provost Donaciano Gonzalez to undertake the self study and develop the plan. This task force consisted of Michael Adams, Electronic Service Instructor; George Clever, Developmental Mathematics Assistant Professor; Sylvia Fielder-Wells, Department Secretary; Joe Lopez, Director of Adult Basic Education; Erlinda Portillo, Placement Technician; and Melinda Tellez, Fashion Merchandising Instructor. Marjorie Burr, Project Director, served as staff support for the task force and produced the document submitted.

This institution is proud of its role in providing access to higher education for minority students and to nontraditional careers for both genders. Realizing that more is yet to be done to achieve equity, however, we submit our plan for increasing their participation and success.

Sincerely,

James L. McLaughlin
Acting Provost

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INTRODUCTION

Mandate from New Mexico Legislature and Guidance from the Commission on Higher Education

Doña Ana Branch Community College (DABCC) has conducted a self-study related to ethnic diversity and gender equity and developed goals for minority and women participation and success in response to requests from the Commission on Higher Education (CHE). The Commission, in turn requested that each postsecondary institution develop goals for minority and women participation, retention, and achievement and for diversity of faculty and staff during the next five years, and a plan of action to achieve those goals as part of its plan to equalize educational opportunity and achievement in response to House Memorial 38 passed by the New Mexico House of Representatives in 1991 and House Memorial 24 and House Memorial 25 passed by the New Mexico House of Representatives in 1992.

The DABCC Plan for Minority and Women Participation and Success reflects the following **Statewide Goals for Increasing Minority Participation and Program Completion** prepared by the House Memorial 38 Task Force:

1. Institutional environments of cultural diversity, where persons of all ethnic backgrounds are valued.

2. Increased representation of minority faculty members and administrators at New Mexico postsecondary institutions and in public school districts.

3. Increased numbers of students who graduate from high school prepared for, and aspiring to, postsecondary education.

4. Recruiting and retention practices that help minority students to enroll easily, to gain needed financial assistance, and to function effectively at New Mexico postsecondary institutions, at undergraduate and graduate/professional school levels.

5. Facile transfer of students between postsecondary institutions and reentry of students who have left postsecondary institutions.

6. Ethnic representation at each institution—and among degree recipients at each institution—appropriate to the geographic area from which that institution draws its students.

7. Effective data gathering and evaluation efforts addressing enrollment and achievement of minority students and recruitment and retention of minority faculty and staff.[1]

The CHE also provided the following guidance to postsecondary institutions relating to their responsibilities for helping achieve statewide goals:

> The Commission on Higher Education requests that each postsecondary institution submit a plan of action to achieve those goals that reflect the mission, current patterns of representation, student catchment area, and other relevant characteristics of the institution. These plans should list specific, measurable, local goals consistent with the statewide goals posed earlier in this state plan. The local plans should include specific methods and timetables for meeting their goals...The Legislature and the Commission on Higher Education will expect each institution to establish objectives and designate resources sufficient to move it aggressively toward its goals, thereby contributing to progress statewide.[2]

DABCC Minority and Women Participation and Success Task Force

A task force was appointed by the DABCC Provost in June, 1992, charged with the following responsibilities: to conduct a self-study that identifies changes needed for fuller participation by minorities and women; to establish goals for minority participation, retention, and achievement; to set goals for diversity of faculty and staff; and to develop measurable action plans, timetables and resources. The task force consisted of five people representing Hispanics, Blacks, Whites, and American Indians; it included faculty, professional staff, and classified staff.

The task force met 11 times during four and a half months to carry out its assignment related to the CHE request. While meeting the requirements related to self-study, setting goals and planning actions, the task force also integrated immediate study and action promoting minority participation and success. A reading list of materials available in the Community College library was assembled (See Appendix A), and an audio tape of a presentation by Dr. Samuel Bettances on the value of cultural diversity was circulated among the DABCC faculty and staff in order to increase their awareness and elicit their responses on the matter.

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[1] House Memorial 38 Task Force. (October 1, 1991). Increasing participation and success of minority students in postsecondary education: A plan for action in response to House Memorial 38. New Mexico Commission on Higher Education and the State Board of Education, p. 2.

[2] *Ibid.*, p. 3.

SELF-STUDY

The task force collected information on the population of DABCC's service area, the composition of its student body, the distribution of degrees and certificates received among ethnicities and gender, and the ethnic and gender structure of its faculty and staff. In addition, the task force inquired into matters that bear on the cultural diversity of the institution such as the images portrayed in publications and video presentations.

Doña Ana Branch Community College is a minority institution, serving large numbers of Hispanic students. Commitment to cultural diversity permeates the institution. The policies and actions of the Community College support its mission of providing access to higher education for all people in its service area. In Fall 1991 DABCC opened the Gadsden Education Center (GEC) in southern Doña Ana County in an empty building temporarily provided to the Community College by the Gadsden Independent School District. The GEC makes higher education more geographically accessible in an area that is heavily populated by Hispanics. Adult Basic Education is available in every barrio and village, offered by DABCC. Pre-vocational ESL classes, ethnic and gender balanced instructional and tutoring staff, and career assessments are efforts to ensure access to the Community College programs for underrepresented populations. DABCC markets its educational programs to the local community. We reach out to middle and high school students through program recruiting. We present many campus tours for elementary school students. The Summer Youth Program receives services on the Community College campus.

The high school to community college transition is one of the strong points of DABCC. The Community College has been a leader in tech prep, a curriculum that prepares students starting in high school for technical careers by providing applied academic courses, career exploration, and concurrent enrollment in community college occupational courses for high school students. Among two-year colleges, DABCC has been most active in using concurrent enrollment to provide students with community college credit, and a leg up on a career. Articulation agreements with high schools in the service area allow for students to make a smooth transition to the community college curriculum.

Among other programs at Community College that support diversity in the student body are educational success services, disabled student services, the "Women in Education—First Step Program," and tutorial services. Improvements in some areas are necessary, however, if the Community College is to meet its own goals for ethnic and nontraditional gender representation in its occupational education programs. Needed improvements were identified by the Minority and Women Participation and Success Task Force, recommendations to deal with them were made.

The issues were addressed by the task force in this order:

- Recruitment of minorities and women at DABCC
- Retention of minorities and women at DABCC
- Transitions of program completers to jobs and/or further education
- Diversity of faculty and staff

Recruitment of Minorities and Women at DABCC

Institutional Enrollments

Table 1 provides information about the ethnicity and gender of Doña Ana County, DABCC's service area, as of the 1990 census, and the Spring 1992 enrollment at DABCC. Comparative percentages for ethnicity are presented graphically in Figure 1.

	Doña Ana County†		DABCC‡	
	Number	Percent	Number	Percent
Total	135,510	100.00%	3,077	100.00%
Men	67,383	49.73%	1,560	50.07%
Women	68,127	50.27%	1,517	49.30%
Asian	1,164	0.86%	14	0.46%
Hispanic	76,448	56.42%	1,394	45.30%
Black	2,172	1.60%	98	3.18%
White	55,158	40.70%	1,473	47.87%
American Indian	1,009	0.74%	98	3.18%

† Doña Ana County Population 1990 Census *Source: State and Metropolitan Area Data Book 1991*
‡ DABCC Enrollment Spring Semester 1992 *Source: Office of Civil Rights Report, April 1992*

Table 1 Comparison of Ethnicity and Gender of Doña Ana County Population and Doña Ana Branch Community College Enrollment

Gender Enrollment in the institution of men and women is representative of the gender distribution in the county. In most semesters, the number of women is slightly more than 50 percent. (See Figure 2.) In Spring 1992, however, the men slightly outnumbered women.

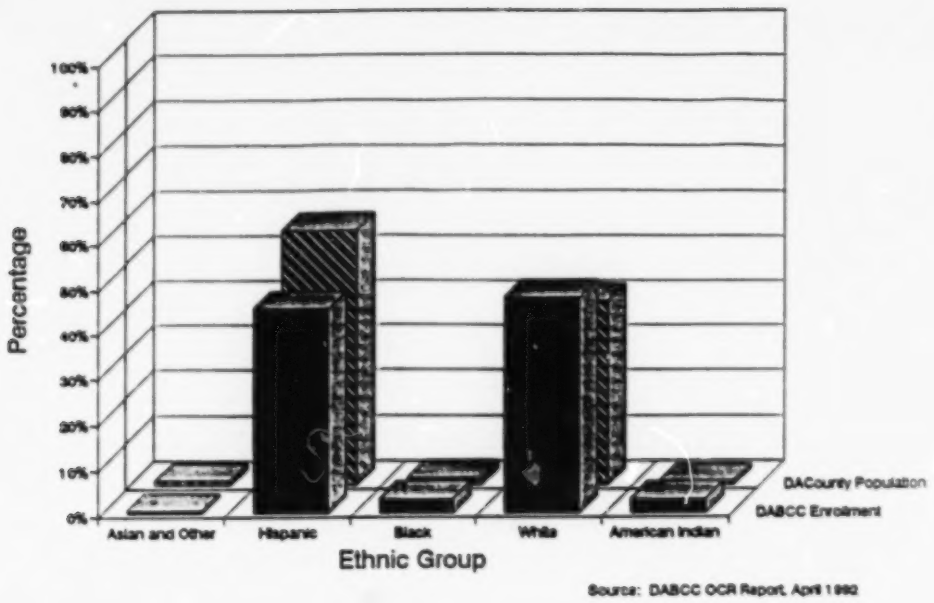


Figure 1 **Comparison of Ethnicity of Doña Ana County Population and Doña Ana Branch Community College Enrollment**

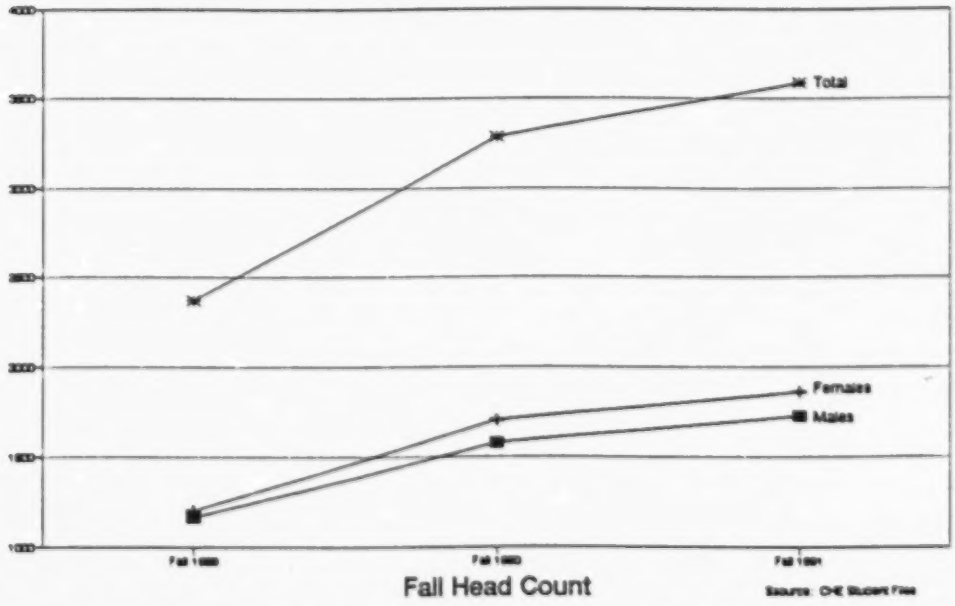


Figure 2 **Gender Trends in DABCC Enrollment Fall 1989 — Fall 1991**

Ethnicity The percentages of the Doña Ana County population belonging to the Asian, Black and American Indian groups are very small. While DABCC's

enrollments of Blacks and American Indians are proportionately larger than their representation in the population, the absolute numbers are relatively small.

The table and graph show, however, that the proportion of Hispanics in the Community College enrollment is less than their proportion of the service area population. It is to be noted that the DABCC enrollment includes both those in developmental studies as well as those in vocational programs. Most of the developmental studies students attend DABCC under an arrangement with NMSU: students who have been denied admission to the NMSU main campus may be admitted there after successfully completing 24 credits at a community college. Therefore, this segment of DABCC's population more accurately reflects the ethnic composition of the NMSU main campus rather than that of the Community College. In Spring Semester 1992, of the 1,238 students who have declared occupational majors at DABCC, 696, or 56 percent, were Hispanic.

Of interest is the fact that of the students taking the ASSET placement test upon entering an occupational program at DABCC, 30 percent state that they have General Equivalency Diplomas (GEDs). This compares to 8 percent nationwide.

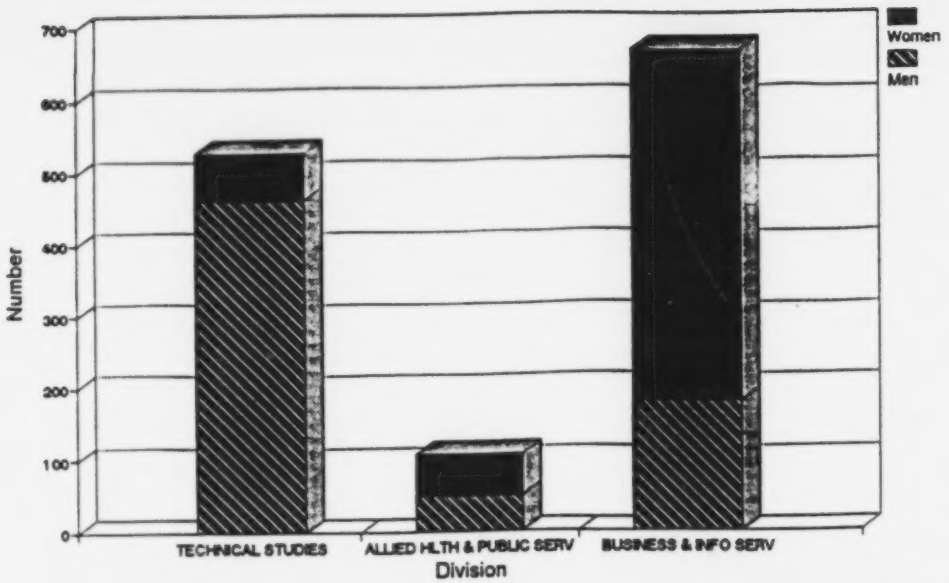
Enrollments by Division and Program

While the two sexes are fairly evenly divided in the institution, it can be seen that men are concentrated in the Technical Studies Division and women in the Business and Information Services Division, while the Allied Health and Public Services Division, encompassing a smaller number of students than the other two, is more evenly divided in gender enrollments.

Gender Figure 3 shows the relative enrollments of men and women in the three occupational programs at DABCC.

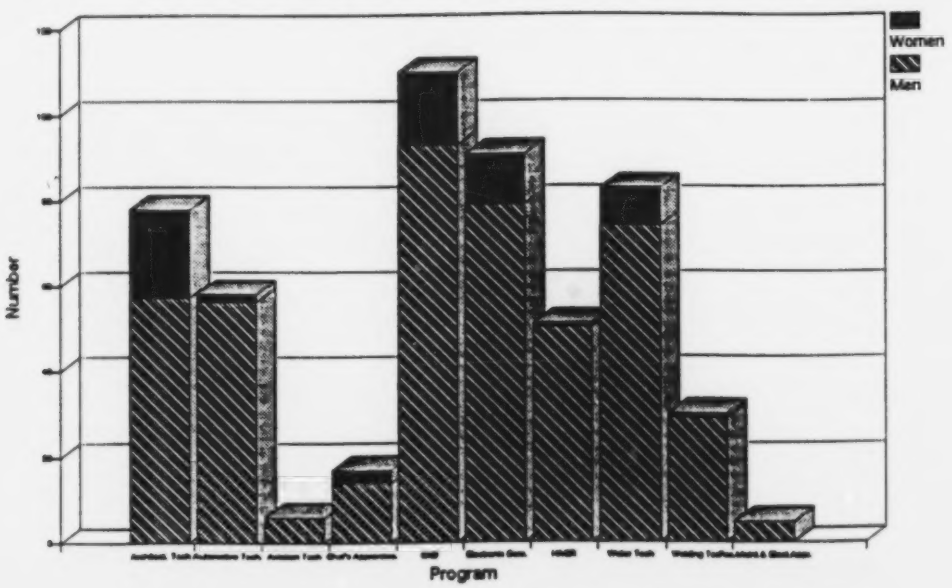
Figures 4, 5, and 6 show gender enrollments in programs within each division. Women are underrepresented in all programs within the Technical Studies Division (Figure 4). In the Business and Information Services Division (Figure 5), the largest gender discrepancy appears in Secretarial Administration, while the Business and Computer Technology programs show fairly even enrollment distribution between the sexes. The two allied health programs, Radiologic Technology and EMT/Paramedic, in the Allied Health and Public Services Division show equitable gender enrollment. The Public Services programs, however, show lopsided gender distribution. The Child Care "Nanny" program enrolls no men, and the Fire Science program enrolls very few women. (See Figure 6.)

Each occupational program is served by a program advisory committee. Program advisory committees include diverse ethnicities and nontraditional genders for the programs.



Source: DABCC OCR Report, April 1992

Figure 3 **Enrollment by Gender in Occupational Divisions, Spring 1992**



Source: DABCC OCR Report, April 1992

Figure 4 **Enrollment by Gender: Technical Studies Division, Spring 1992**

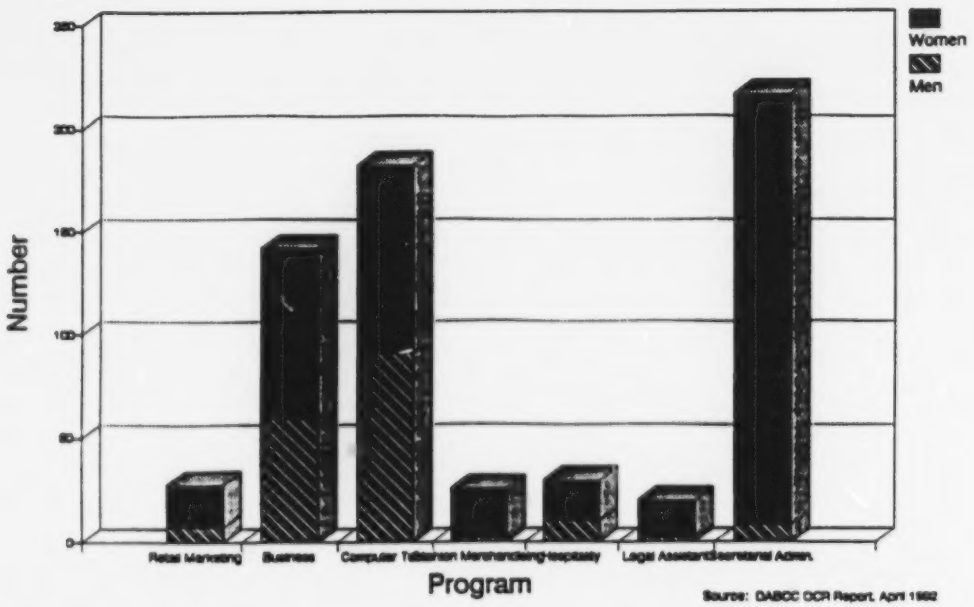


Figure 5 **Enrollment by Gender: Business and Information Services Division, Spring 1992**

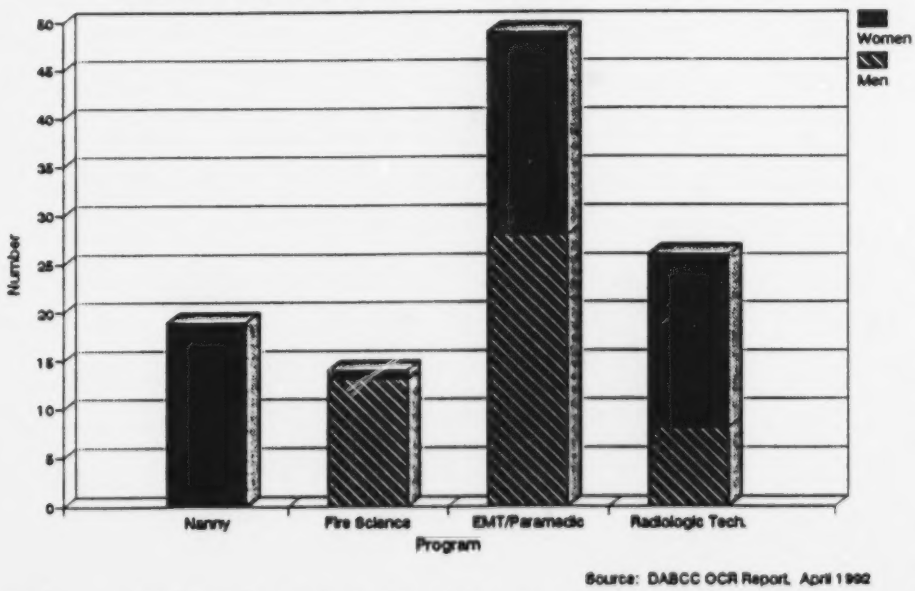


Figure 6 **Enrollment by Gender: Allied Health and Public Services Division, Spring 1992**

Ethnicity The ethnic composition of occupational programs and divisions at DABCC is presented in Table 2. No patterns of ethnic bias in enrollment appear in any program or division.

Program / DIVISION	Asian	Hispanic	Black	White	Amer. Indian	Unknown
Architectural Technology	1.28%	55.13%	0.00%	39.74%	3.85%	
Automotive Technology	1.72%	60.34%	3.45%	31.03%	3.45%	
Aviation Technology	0.00%	33.00%	0.00%	66.67%	0.00%	
Chef's Apprenticeship	0.00%	52.94%	0.00%	47.06%	0.00%	
Computer-Aided Drafting	0.00%	58.18%	0.00%	40.91%	0.91%	
Electronic Service	0.00%	57.14%	2.20%	40.66%	0.00%	
Facilities Maintenance & Electrical Apprenticeship	0.00%	20.00%	0.00%	60.00%	20.00%	
Heating, A/C, & Refrig.	0.00%	62.75%	1.96%	29.41%	1.96%	
Water Technology	0.00%	38.55%	1.20%	60.24%	0.00%	
Welding Technology	0.00%	33.33%	0.00%	66.67%	0.00%	
TECHNICAL STUDIES	0.38%	52.93%	1.13%	43.67%	1.70%	
Business	1.40%	62.24%	3.50%	32.17%	0.70%	
Computer Technology	1.09%	55.74%	1.09%	40.44%	1.64%	
Fashion Merchandising	0.00%	65.38%	3.85%	30.77%	0.00%	
Hospitality Services	3.33%	30.00%	6.67%	60.00%	0.00%	
Legal Assistant	0.00%	25.00%	0.00%	20.00%	0.00%	55.00%
Retail Marketing	0.00%	82.14%	3.57%	14.29%	0.00%	
Secretarial Administration	0.92%	57.14%	2.76%	21.66%	1.84%	16.00%
BUSINESS & INFO. SERVICES	1.08%	57.03%	2.63%	31.07%	1.24%	7.00%
Child Care "Nanny"	0.00%	42.11%	5.26%	52.63%	0.00%	
EMS/Paramedic	0.00%	38.78%	2.04%	57.14%	2.04%	
Fire Science	0.00%	28.57%	0.00%	64.29%	7.14%	
Radiologic Technology	0.00%	61.54%	0.00%	38.46%	0.00%	
ALLIED HEALTH & PUBLIC SERVICES	0.00%	43.52%	1.85%	52.78%	1.85%	

Source: *DABCC Office of Civil Right Report, April 1992*

Table 2 Ethnic Composition by Occupational Program and Division, Spring 1992

Recruiting Materials

The task force reviewed recruiting materials produced by the Community College for evidence of gender and ethnic bias. The consensus was that more attention must be given to ethnic balance and gender equity in the visual images in these materials. The 1992-1993 college catalog is an improvement over previous ones in these respects. A recruiting video, which is dated in content, shows too few women in nontraditional fields and an uneven ethnic mix.

Admissions, Orientation, Registration

Practices and procedures in these areas were reviewed by the task force. It was felt that these were particularly weak areas, and that many nontraditional, first-generation college attendees are discouraged and lost to higher education in these processes. Recommendations for improvement will be addressed later in this report.

Retention of Minorities and Women at DABCC

Definitions and Measures

Student retention has been identified by the DABCC Assessment Committee as one of the seven critical success factors to be reported as an indication of the Community College's fulfillment of its mission. Student retention, however, has no standardized definition, and methodologies for measuring retention depend on the researcher's inclinations. Retention is best studied by longitudinal tracking of individual students. The resources and the database systems have not been available to the Community College to initiate this until recently; now, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, as well as other federal legislation, requires student tracking, so institutional research will include this in the future.

Retention at community colleges has traditionally been lower than at four-year institutions. Reasons for this include open access and diversity of students. A recent report, **The Way We Are: The Community College as American Thermometer**, by Clifford Adelman, senior associate in the U.S. Education Department, discusses other reasons for this phenomenon. This excerpt from a review of his report succinctly describes his findings:

> According to the survey data, only one in five students who earn credit at a community college get an associate degree. But something else that emerged from the data is that people go to community colleges for many different reasons. . . While some people attend community colleges to earn an associate degree or with the goal of transferring to a university, others use community colleges to learn a

specific skill for work or to advance in their careers. Others take classes to get a sense of personal fulfillment or personal enjoyment. Others attend to receive a certificate. "People go to school for more reasons than to earn degrees. People go to school to learn," he said. People go in and out of the institutions, Adelman explained. "The way Americans use community colleges guarantees low graduation rates." People use this institution for reasons that have [less] to do with earning credentials than with learning, so you are going to see less credential production," he said. . . The data show that many students earn 45 or more credits at community colleges yet still do not go on to get a degree.[3]

Retention at DABCC

A retention study of students at Doña Ana Branch Community College has recently been completed.[4] A sample of 561 entering freshmen, identified at midterm during their first semester of enrollment, was followed through five semesters, from 1989 to 1991. Of this cohort, 36 percent were White, 58 percent were Hispanic, 4 percent were American Indian, and 2 percent were Black. The overall retention rate, defined as continued enrollment at DABCC or NMSU or receipt of a certificate or associate degree within five semesters after first enrolling, was 53.7 percent. The ethnic composition of the retained students was not reported, however.

Table 3 and Figures 7 and 8 present information on associate degrees earned by DABCC students in 1990-1991 by each gender and ethnicity along with the percentages of enrollment in Spring 1992. Be cautioned that the populations analyzed are *not* the same. The data indicate that the percentage of graduates that are Whites slightly higher than the percentage of enrollees that are White. Also, the percentage of graduates that are women is higher than the percentage of enrollees that are women. Finally, Figure 9 shows the trends in percentages of associate degree recipients by ethnicity between 1985-1986 and 1990-1991.

	Male	Female	White	Black	Hispanic	American Indian	Asian
Percentage of Spring 1992 Enrollment	50.07%	49.30%	47.87%	3.18%	45.30%	3.18%	0.46%
Percentage of Associate Degrees, 1990–1991	42.9%	57.1%	51.3%	1.3%	43.5%	2.6%	0.6%

Source: CHE Degree Files and DABCC OCR Report

Table 3 Comparison of Enrollment and Degrees by Gender and Ethnicity

[3]Handley, V. (1992, June 2). Cliff's notes: An Education Department researcher takes a look at community colleges and their students. The Community, Technical, and Junior College Times. 4(11), pp. 1 ff.

[4]Burr, M. (1992). A study of the determinants of student integration and retention at Doña Ana Branch Community College. Unpublished doctoral dissertation, New Mexico State University, Las Cruces, NM.

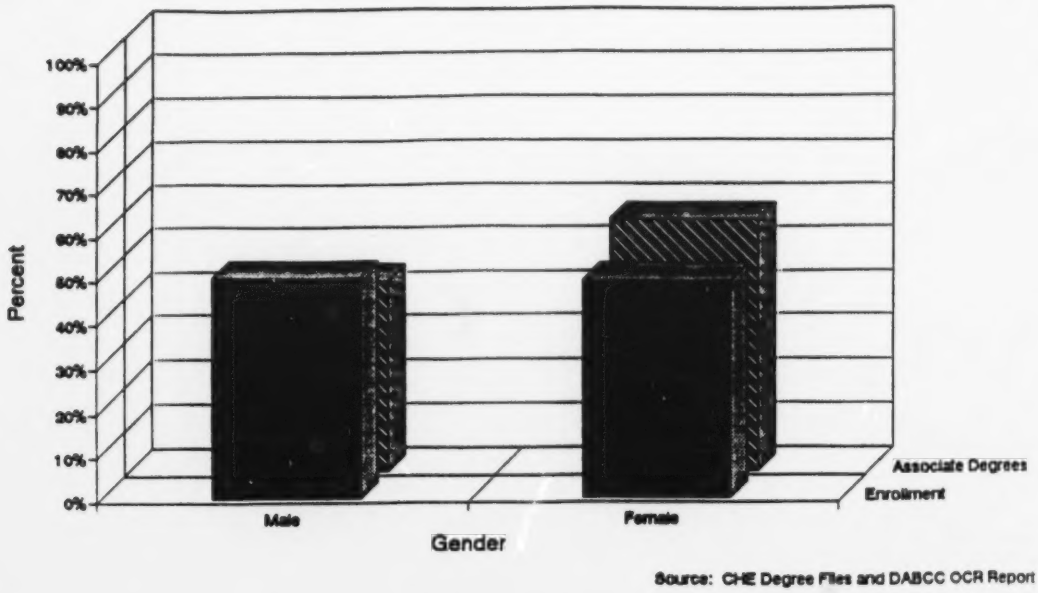


Figure 7 Comparison of Enrollment and Degrees by Gender

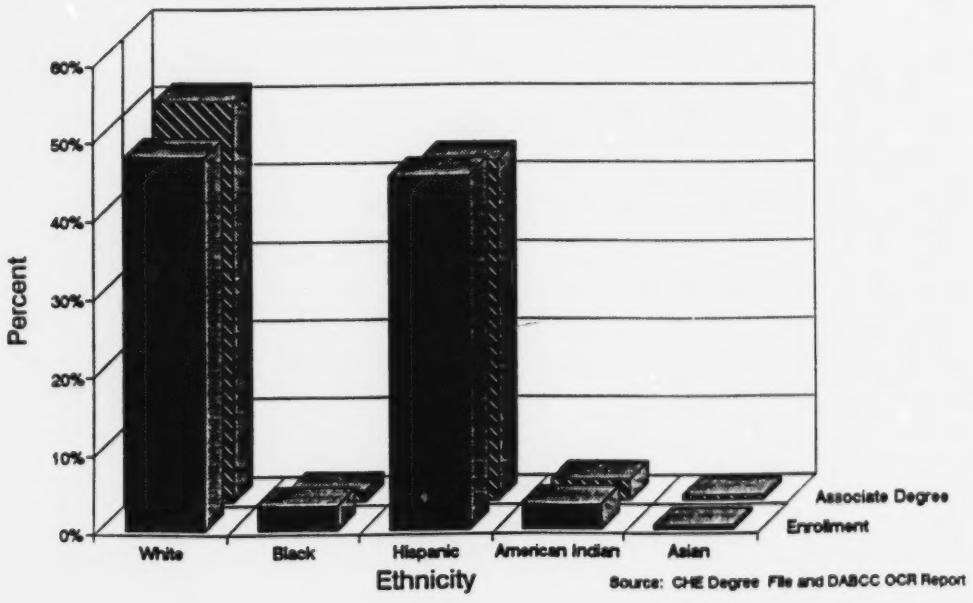


Figure 8 Comparison of Enrollment and Degrees by Ethnicity

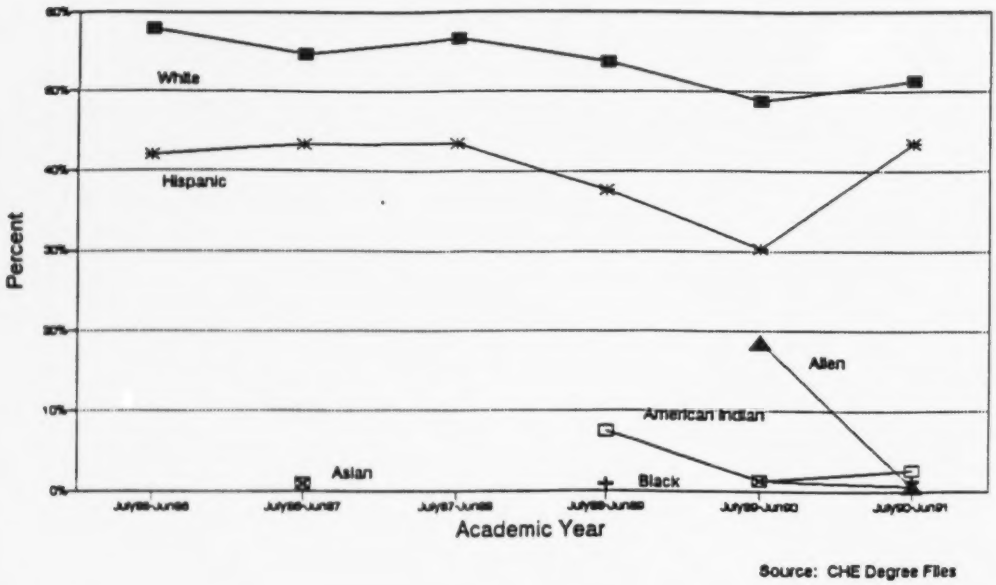


Figure 9 **Trends in Graduation with Associate Degree from 1985—1986 to 1990—1991 by Ethnicity**

Policies and Practices Supporting Retention

In a recent strategic planning exercise participated in by DABCC faculty, staff, and students, people across the board identified as a strength of the institution its concern for students, friendly, caring atmosphere, and emphasis on student success. These may be the attributes that account for above average retention rates for this community college. Faculty and staff are employed who have demonstrated a positive attitude toward and ability to promote student success. The primary responsibility of the faculty is teaching.

A survey of students who were nearing graduation in Spring 1992 asked for their responses to items related to their experiences at DABCC. In one group, the statement receiving the highest rate of agreement was "This college is equally supportive of men and women." The items relating to aspects of the Community College with which students were most satisfied related to instruction: "Availability of faculty for office appointments;" "Faculty respect for students;" "Class size;" "Quality of instruction;" "Quality of academic advising;" and "Informal contact with faculty in non-academic settings."

Student services are available to students, and faculty are encouraged to refer those students with problems for appropriate assistance. Even so, the task force noted that their experience is that Community College students appear to be

more prone to crises in their lives than the general population, and the crises interfere with students' academic work. Financial aid advising continues as a weak area in student services. DABCC students receive financial aid through the NMSU main campus office; records and payments for JTPA students are processed at DABCC. The task force believes that Community College students would be better served if their financial aid were administered at this institution.

Appropriate placement of students in academic skills classes is considered a significant factor in student retention and success at DABCC. The ASSET, an inventory of academic skills for occupational colleges, is required of all entering full-time occupational students. Developmental studies students who come to the Community College on referral from the NMSU main campus are placed in academic skills classes based on their ACT scores. Success rates in Effective Communication Skills, General Composition, and Computation Skills classes range between 87 percent and 95 percent. Academic advising by faculty also contributes significantly to student success.

As an occupational education institution, DABCC stresses hands-on training and experiential education. A cooperative education office has recently been instituted to place students in career related positions in the workplace as part of their education. It is expected that this experience will also advance permanent job placement of graduates.

Transitions of Program Completers to Jobs and/or Further Education

The status of program completers of occupational programs in 1990—1991 is reported in the following tables. Program completers include those who receive certificates or associate degrees. Tables 4 and 5 present transition information on numbers of graduates of Technical Studies Division by certificate or associate degree categorized by ethnicity and by gender.

	Employed Training Related	Employed Non-Training Related	Seeking Employment	Not Seeking Employment	Continuing Education	Unreached
Hispanic	6	2	3	0	15	2
White	10	2	3	2	7	2
Male	16	4	5	2	20	4
Female	0	0	1	0	2	0

Table 4 **Status of 1990—1991 Certificate Graduates in Technical Studies Division by Gender and Ethnicity**

	Employed Training Related	Employed Non-Training Related	Seeking Employment	Not Seeking Employment	Continuing Education	Unreached
Hispanic	19	9	1	1	1	2
White	10	1	3	1	3	2
Male	28	7	4	1	3	4
Female	1	3	0	1	1	0

Table 5 Status of 1990—1991 Associate Degree Graduates in Technical Studies Division by Gender and Ethnicity

These tables report absolute numbers, *not percentages*, but it does not appear that there are any significant differences in placement rates by ethnicity or by gender. The majority of Technical Studies program completers in all categories transition either to employment-related training or to continued education.

Tables 6 and 7 present transition information on numbers of graduates of Business and Information Services Division by certificate and by associate degree categorized by ethnicity and by gender.

	Employed Training Related	Employed Non-Training Related	Seeking Employment	Not Seeking Employment	Continuing Education	Unreached
Hispanic	6	5	3	1	8	0
White	6	2	0	0	4	1
Black	0	0	0	0	0	0
Amer. Indian	0	0	0	0	0	0
Male	4	4	0	1	3	1
Female	8	3	3	0	9	0

Table 6 Status of 1990—1991 Certificate Graduates in Business and Information Services Division by Gender and Ethnicity

	Employed Training Related	Employed Non-Training Related	Seeking Employment	Not Seeking Employment	Continuing Education	Unreached
Hispanic	22	4	8	0	14	0
White	10	3	5	0	8	2
Black	0	0	1	0	1	0
Amer. Indian	1	0	0	0	0	0
Male	5	1	0	0	1	0
Female	28	6	14	0	22	2

Table 7 **Status of 1990—1991 Associate Degree Graduates in Business and Information Services Division by Gender and Ethnicity**

Again, no differences in patterns of employment are discernable among the ethnic groups or between the genders. It is noted that a larger number of program completers in Business and Information Services continue their education.

Tables 8 and 9 present transition information for program completers in the Allied Health and Public Services Division.

	Employed Training Related	Employed Non-Training Related	Seeking Employment	Not Seeking Employment	Continuing Education	Unreached
Hispanic	1	0	1	0	1	0
White	2	1	2	2	2	2
Black	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	3	1	3	2	3	2

Table 8 **Status of 1990—1991 Certificate Graduates in Allied Health and Public Services Division by Gender and Ethnicity**

	Employed Training Related	Employed Non-Training Related	Seeking Employment	Not Seeking Employment	Continuing Education	Unreached
Hispanic	5	0	0	0	0	0
White	7	0	1	0	0	0
Black	0	0	1	0	0	0
Male	4	0	0	0	0	0
Female	8	0	2	0	0	0

Table 9 Status of 1990—1991 Associate Degree Graduates in Allied Health and Public Services Division by Gender and Ethnicity

The number of graduates in the Allied Health and Public Services Division was small. No generalizations can be drawn from a population of this size. This division is growing rapidly with new program offerings being added in allied health areas. As can be seen in Table 2 and Figure 6, there are not large discrepancies among ethnicities or between genders in the current enrollment. Projected completion rates and placement rates are not expected to vary from enrollment rates.

Diversity of Faculty and Staff

The NMSU Equal Employment Opportunity (EEO) Office does not consider the DABCC faculty or staff to be "underutilized" in any area. Table 10 presents the gender and ethnic make-up of the full-time faculty at DABCC. In Fall Semester 1991 the ratio of full-time faculty to part-time faculty was 30 to 60.

Male	Female	Hispanic	American Indian	Black	White	Asian
23	31	15	1	1	35	1

Table 10 Composition of Full-Time Faculty, 1991—1992 Academic Year

The administrative staff of DABCC—including the provost, the associate provost, two assistant provosts, and four directors—is composed of two White males, two White females, three Hispanic males, and one Hispanic female. The professional staff of the Community College includes two White males, seven White females, one Hispanic male, and three Hispanic females.

INSTITUTIONAL PLAN AND GOALS

The Mission Statement of Doña Ana Branch Community College is in Appendix B. DABCC has developed an assessment plan based on measuring the student outcomes within the institutional mission. Providing access to higher education for all persons in Doña Ana County and fostering their success in academic pursuits or occupations is fundamental to the mission. Our progress toward meeting our mission will be reported to communities of interest.

A plan addressing the concerns disclosed as a result of the self-study conducted by the Minority and Women Participation and Success Task Force is presented here as goals to be achieved within the institution. The Task Force also has recommendeded activities to reach those goals.

Goals for Recruitment of Minorities and Women at DABCC

1. Community College enrollment will reflect the demographic make-up of Doña Ana County.

To achieve parity in ethnic composition of the student body, the Community College must emphasize recruitment of Hispanics. Although the proportion of occupational (not developmental studies) students at DABCC is representative of the community ethnic composition [see page 6], more efforts will be made to recruit this segment of the population into the Community College. To achieve this goal, the following will be undertaken:

Development of a recruiting plan emphasizing efforts in areas of high concentrations of Hispanic and Black students Our recruiting areas will include undertakings in elementary and middle schools as well as high schools in order to provide role models, to interest students in higher education who may not have considered it since they were not planning to enter a university, and to help these students prepare academically to take advantage of opportunities for technical training at the Community College.

Recommendation: Utilize peer recruiters, i.e., students of color and students in nontraditional majors in college recruiting efforts.

Recommendation: Develop recruiting materials, a brochure and a video, in Spanish.

Recommendation: Institute summer bridge programs for middle school and high school students in technical program areas to include both exposure to the career field and academic preparation.

Recommendation: Conduct recruiting activities in targeted communities and develop linkages with other agencies in order to recruit people representative of these communities.

2. The enrollment of each program will include at least 25 percent of the non-traditional gender for that program.

Although all programs at DABCC are open to males and females, the program enrollments demonstrate very traditional gender patterns. Efforts will be made to broaden nontraditional participation in all programs.

Development of a comprehensive marketing plan with proactive equity strategies to recruit the underrepresented populations.

Recommendation: Programs and divisions are evaluated on progress toward meeting equity goals.

Goals for Retention of Minorities and Women at DABCC

While it appears that completion rates by ethnicity and gender reflect enrollment rates at DABCC, some organizational modifications will lead to greater student persistence and success.

3. Entering students will be better integrated into the college community.

Modification of admission, orientation, placement and advising procedures to meet the needs of the community college student The present arrangements for admission, orientation, placement, and advising do no appear to meet the needs of the community college student. Efforts should be made in two areas: to reach potential students so that more of them make timely preparations to enter college; to adapt DABCC procedures to accommodate the college-going patterns of the population served.

Recommendation: Consideration is given to administering the ASSET or a similar placement instrument in a computerized, walk-in format.

Recommendation: Community College orientation is revamped and reformatted. The orientation should provide students with information and create a positive learning attitude.

4. The awareness of faculty and staff of the value of cultural diversity will be increased.

The faculty's sensitivity toward and acceptance of cultural diversity is exemplary. However, the Task Force perceived an interest among the faculty for developing a multicultural perspective. This aspiration should be supported. In addition to knowledge and awareness of cultural differences, appreciation of the value of cultural diversity will be fostered.

Recommendation: Opportunities for faculty to develop a multicultural perspective are developed.

Recommendation: The performance evaluation of faculty, administrators, and professional staff include demonstration of efforts to increase awareness of cultural diversity.

5. Student services will be adapted to the needs of the nontraditional students.

Recommendation: Provision of child care services.

Recommendation: Counselors attend workshops to increase awareness of equity issues.

Recommendation: Extracurricular activities to attract commuting students and students who are parents are developed.

6. Financial aid services will be more user friendly.

DABCC students are not alone in experiencing the frustrations associated with qualifying for and receiving financial aid. However, the situation here is exacerbated by the symbiotic relationship of DABCC and NMSU. As student services for Community College students have moved from the main campus to the branch campus over its 20-year history, Community College student satisfaction has increased. Part of the reason for this is that the Community College student generally does not fit the mold of the University student and therefore finds it difficult to adapt to the requirements in place for a four-year, residential college student. The Task Force believes that it is now time for DABCC to provide financial aid services to its students.

Recommendation: Full financial aid services be provided for DABCC students by the Community College.

Goals for Transition of Program Completers to Jobs and/or Further Education

The primary mission of DABCC has been and is to prepare graduates for employment. The mission expanded with the addition of the developmental studies mission five years ago to include preparing students for successful performance in university level courses. Students who experience academic success at the community college also expand their aspirations to that of achieving a bachelor's degree. Therefore, in addition to readying students to enter the job market, the Community College must consider preparing them for further study. Moreover, the modern economy requires that workers continually expand their knowledge and upgrade their skills. So the vocational mission of this institution must expand to enhance opportunities for further study to its program completers.

Since DABCC enrolls high numbers of minority students and affords them a successful academic experience that enhances their aspirations and prepares them to take advantage of a university level education, it is incumbent on the institution to ensure that their graduates' ambitions are not thwarted.

7. Articulation of the associate degree with bachelor degree programs will be developed.

Recommendation: Avenues of program-to-program articulation with NMSU will continue to be explored and increased.

Recommendation: DABCC will help to make its students aware of opportunities for applying associate degree credits earned here toward bachelor degrees at other colleges and universities.

8. Training programs related to the employment needs of the business and industry of the community will continue to be developed.

Placement of students in training-related employment is a significant part of the services offered to students in this institution. DABCC is performing this duty well. The main contribution the Community College can make to employment opportunities for its students is to institute training programs correlated with the job opportunities and economic development of its community.

Goals for Diversity of Faculty and Staff

9. Faculty in each division will more closely represent the demographics of the community.

As the composition of the DABCC faculty shows, the track record of the Community College in employing qualified faculty of all ethnicities is good, but there is room for improvement. Also, attention should be given to employing nontraditional faculty in programs where the gender balance is now skewed. It is also important for retention of minority and nontraditional faculty that a "critical mass" be assembled.

Recommendation: Efforts will be made to employ an ethnically diverse and nontraditional faculty.

10. Community College occupational students will be encouraged to consider teaching careers.

Indications are that the supply of faculty in general and minority faculty in particular will decrease through the next couple of decades. It is incumbent upon those in the field to consider who their successors will be and to foster the entry of promising candidates into this career.

Recommendation: A formal program will be instituted that identifies occupational students who indicate interest and promise in teaching in the area, provides mentoring for them, and fosters their endeavors in achieving appropriate academic degrees.

APPENDICES

Appendix A. References on Cultural Diversity in Education

Cultural diversity in education
6-9-92

Title	Author	Publisher	Year	Call #	Format
8th annual status report on minorities in education	Carter, Deborah J.	American Council on Education	1989	LC/3727/.E35/1989	
Beyond desegration : urgent issues		College Entrance Exam Bd	1978	LC/3731/.B49	
Crucial agenda : making colleges and universities work better for minorit		WICHE	1989	LB/3732/.A17/.C78	
Different student	Aiken, Eula	Davis	1978	RT/73/.A38	
Exemplary programs for college-bound minority students	Nalcon, John J.	WICHE	1988	LC/3731/.H3/1988	
Fostering minority access and achievement in higher education	Richardson, Richard C.	Jossey-Bass	1987	LC/3727/.R53/1987	
From minority to majority		WICHE	1987	LC/3732/.F76	VHS (45 mins)
Minorities in urban community colleges		AACJC	1988	LC/3731/.M558/1988	
Minorities on campus		American Council on Education	1989	LC/3727/.M56/1989	
One-third of a nation		American Council on Education	1988	LC/3731/.O53/1988	
Predictors of success in college for low prior educational....	Croft, Don B.	NMSU	1976	LC/3727/.C7	
Pursuing diversity : recruiting college minority students	Astone, Barbara	Geo Washington Univ	1990	LC/3731/.A84/1990	
Responding to the needs of today's minority students		Jossey-Bass	1987	LC/3731/.R36/1987	
Role of faculty development in multicultural education		Prism	1990	LC/3727/.R65	
Serving culturally diverse populations		Jossey-Bass	1990	LC/5215/.S47/1990	
Teaching minority students		Jossey-Bass	1983	LC/3731/.T74/1983	
Understanding the learning styles of minority students	Anderson, James	Advanced Management in Higher Ed	198?	LC/3727/.A53	Audio-cass

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Appendix B. Mission of Doña Ana Branch Community College

Doña Ana Branch
COMMUNITY COLLEGE

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Las Cruces, New Mexico 88003-0001
(505) 527-7500
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Mission Statement

The essence of Doña Ana Branch Community College is people. Committed to providing quality educational opportunities, the community college offers a supportive atmosphere emphasizing student success and the need for continuing education. Every effort is made to remove geographic, economic and cultural barriers to higher education. Instruction is offered leading to occupational certificates and associate degrees, and preparation for further academic work.

Specifically, the mission of the community college is incorporated into the following six purposes:

To provide students with vocational/technical education opportunities leading to economic independence in the community. Training is offered for employment, retraining, and upgrading for occupational and career development.

To provide developmental studies to help students develop self-confidence and perform successfully in their chosen academic or occupational fields of study.

To provide occupational training for high school students under agreement with area independent school districts: Gadsden Independent Schools, Hatch Valley Municipal Schools, and Las Cruces Public Schools.

To provide educational services under contract with local business, industry, and government in support of economic development.

To provide access to adult basic education programs for those who have not completed high school or who wish to improve their personal skills. Instruction is provided for the high school equivalency diploma, English as a Second Language, functional literacy, and citizenship.

To provide community service and continuing education programs in response to the needs of the community. Short courses, workshops, and seminars of an enrichment or occupational nature are offered throughout the area.

The Doña Ana Branch Community College is accredited by the North Central Association of Colleges and Schools land by the New Mexico Department of Education. It is an institution providing equal access for all persons regardless of race, sex, age, religion, national origin, or handicap.